6-12 College and Career Readiness Anchor Standard	Sixth-Eighth		Ninth-Tenth		Eleventh-Twelfth	
Writing History/Social Studies, Science, Technical Subjects	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Text Types and Purposes CCRA.WHST.1 Write WHST.6-8.1 Write *#3 Note: Students' *#3 Note: Students' WHST.11-12.1 Write *#3 Note: Students' WHST.9-10.1 Write arguments arguments focused on narrative skills continue focused on discipline-specific narrative skills arguments focused on narrative skills continue arguments to support claims in an analysis of substantive discipline-specific content. to grow in these grades. content. continue to grow in discipline-specific content. to grow in these grades. topics or texts, using valid a. Introduce claim(s) about The Standards require a. Introduce precise claim(s), these grades. The a. Introduce precise, The Standards require reasoning and relevant and that students be able to distinguish the claim(s) from Standards require that knowledgeable claim(s), that students be able to a topic or issue, sufficient evidence. acknowledge and incorporate narrative alternate or opposing claims, students be able to establish the significance incorporate narrative distinguish the claim(s) elements effectively and create an organization that incorporate narrative of the claim(s), elements effectively into establishes clear relationships from alternate or opposing into arguments and elements effectively distinguish the claim(s) arguments and claims, and organize the informative/explanatory among the claim(s), into arguments and from alternate or informative/explanatory reasons and evidence texts. In history/social counterclaims, reasons, and informative/explanator opposing claims, and texts. In history/social studies, students must logically. evidence. v texts. In studies, students must create an organization b. Support claim(s) with be able to incorporate b. Develop claim(s) and history/social studies, that logically sequences be able to incorporate logical reasoning and counterclaims fairly, students must be able the claim(s), narrative accounts into narrative accounts into relevant, accurate data and their analyses of supplying data and evidence for to incorporate counterclaims, reasons, their analyses of evidence that demonstrate individuals or events of each while pointing out the narrative accounts into and evidence. individuals or events of an understanding of the historical import. In strengths and limitations their analyses of b. Develop claim(s) and historical import. In of both claim(s) and individuals or events of topic or text, using credible science and technical counterclaims fairly and science and technical thoroughly, supplying the sources. subjects, students must counterclaims in a historical import. In subjects, students must most relevant data c. Use words, phrases, and be able to write precise discipline-appropriate form and science and technical be able to write precise clauses to create cohesion enough descriptions of subjects, students enough descriptions of in a manner that anticipates the and evidence for each and clarify the relationships the step-by-step audience's knowledge level and must be able to write while pointing out the the step-by-step among claim(s), procedures they use in concerns. precise enough strengths and limitations procedures they use in counterclaims, reasons, and their investigations or c. Use words, phrases, and descriptions of the of both claim(s) and their investigations or evidence. technical work that clauses to link the major step-by-step technical work that counterclaims in a d. Establish and maintain a sections of the text, create others can replicate procedures they use in discipline-appropriate form others can replicate them and (possibly) cohesion, and clarify the their investigations or that anticipates the them and (possibly) formal style. e. Provide a concluding reach the same results. relationships between claim(s) technical work that audience's knowledge reach the same results. statement or section and reasons, between reasons others can replicate level, concerns, values, that follows from and and evidence, and between them and (possibly) and possible biases. supports the argument claim(s) and counterclaims. reach the same c. Use words, phrases, and d. Establish and maintain a results. * clauses as well as presented. formal style and objective tone varied syntax to link the while attending to the norms major sections of the text, and conventions of the create cohesion, and discipline in which they are clarify the relationships writina. between claim(s) and e. Provide a concluding reasons, between reasons

statement or section

and evidence, and

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			that follows from or supports the argument presented.		between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.			
CCRA.WHST.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the		whst.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or			

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CCRA.WHST.2 Write narratives to develop real or	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.3 (See note; not applicable as a separate		major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). WHST.9-10.3 (See note; not applicable as a separate		other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHST.11-12.3 (See note; not applicable as a	
imagined experiences or events using effective technique, well-chosen details, and well-structured	requirement)		requirement)		separate requirement)	

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event sequences.							
Production and Distribution of Writing							
CCRA.WHST.4 Produce clear	WHST.6-8.4 Produce clear		WHST.9-10.4 Produce clear and		WHST.11-12.4 Produce		
and coherent writing in which	and coherent writing in		coherent writing in which the		clear and coherent writing		
the development,	which the development,		development, organization, and		in which the development,		
organization, and style are	organization, and style are		style are appropriate to task,		organization, and style are		
appropriate to task, purpose,	appropriate to task,		purpose, and audience.		appropriate to task,		
and audience.	purpose, and audience.				purpose, and audience.		
CCRA.WHST.5 Develop and	WHST.6-8.5 With some		WHST.9-10.5 Develop and		WHST.11-12.5 Develop		
strengthen writing as needed	guidance and support from		strengthen writing as needed		and strengthen writing as		
by planning, revising, editing,	peers and adults, develop		by planning, revising, editing,		needed by planning,		
rewriting, or trying a new	and strengthen writing as		rewriting, or trying a new		revising, editing, rewriting,		
approach.	needed by planning,		approach, focusing on		or trying a new approach,		
	revising, editing, rewriting,		addressing what is most		focusing on addressing		
	or trying a new approach,		significant for a specific purpose		what is most significant for		
	focusing on how well		and audience.		a specific purpose and		
	purpose and audience have				audience.		
	been addressed.						
CCRA.WHST.6 Use	WHST.6-8.6 Use		WHST.9-10.6 Use technology,		WHST.11-12.6 Use		
technology, including the	technology, including the		including the Internet, to		technology, including the		
Internet, to produce and	Internet, to produce and		produce, publish, and update		Internet, to produce,		
publish writing and to	publish writing and present		individual or shared writing		publish, and update		
interact and collaborate with	the relationships between		products, taking advantage of		individual or shared writing		
others.	information and ideas		technology's capacity to link to		products in response to		
	clearly and efficiently.		other information and to display		ongoing feedback,		
			information flexibly and		including new arguments		
			dynamically.		or information.		
		Research	to Build and Present Knowledge	-			
CCRA.WHST.7 Conduct short	WHST.6-8.7 Conduct short		WHST.9-10.7 Conduct short as		WHST.11-12.7 Conduct		
as well as more sustained	research projects to answer		well as more sustained research		short as well as more		
research projects based on	a question (including a self-		projects to answer a question		sustained research		
focused questions,	generated question),		(including a self-generated		projects to answer a		
demonstrating understanding	drawing on several sources		question) or solve a problem;		question (including a self-		
of the subject under	and generating		narrow or broaden the inquiry		generated question) or		
investigation.	additional related, focused		when appropriate; synthesize		solve a problem; narrow or		
	questions that allow for		multiple sources on the subject,		broaden the inquiry when		
	multiple avenues of		demonstrating understanding of		appropriate; synthesize		
	exploration.		the subject under investigation.		multiple sources on the		
					subject, demonstrating		

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CCRA.WHST.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		understanding of the subject under investigation. WHST.11-12.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
CCRA.WHST.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.		WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
			Range of Writing			
ccra.whst.10 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	